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WICHE

**Western
Interstate
Commission for
Higher
Education**

**1977
ANNUAL
REPORT**



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Dear Governors, Legislators, and Friends:

Each year as WICHE, the Western Interstate Commission for Higher Education, reports the year's activities, we ask, How does WICHE make a difference?

As chairman of the Commission and as a Montana Commissioner since 1971, I have seen impressive results.

- WICHE affects the quality of life in the West by improving the education of its people.
- WICHE helps the West use its higher education dollars more effectively.
- WICHE responds to new and changing needs in postsecondary education.
- WICHE is the West's way of assuring interstate cooperation in higher education.

While continuing our program efforts this past year, the Commission and staff reassessed WICHE's role. We looked at the mandate in our Compact and asked ourselves, Is this the job WICHE is doing? Is this the job that needs to be done?

In addition, five independent evaluations were conducted.

The conclusion is that WICHE is responding to the West's need for a mechanism to make education accessible to all its citizens. WICHE is responding to the West's need for men and women in critical professional fields, and it is responding to the West's need to develop educational resources.

WICHE's role is still that of a clearing house for information, a fact-finding agency, and a catalyst for mutually advantageous sharing of costly programs between and among the states. This is an example of our traditional, continuing role in higher education.

But educational needs and the states' resources change over time. To ensure that we are responding to the region's most urgent needs, we formalized our priority-setting procedure.

The Commission is the ultimate source of direction for WICHE's programs, but established advisory bodies, such as the Western Council on Higher Education for Nursing and the Advisory Council on Mental Health and Human Services, transmit information from the constituents served by each program to the Commission. An internal review committee has been established to review and evaluate all new needs. The Commission reviews and acts upon each project proposal after receiving recommendations from Commission committees.

The information we gather and the resulting project products are made available to all the member states to use in any way that will benefit them.

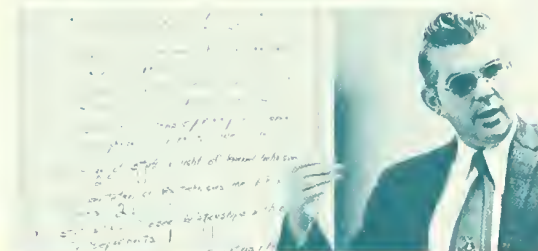
We are particularly enthusiastic about our new Graduate Education Program, which is part of our response to the western governors' request that WICHE create a master plan for higher education in the West. This project will gather information that will help institutions make decisions in graduate education. By gathering data and developing new exchanges of graduate students between states, the project is responding in a significant way to new regional needs.

We are also pleased that we were able to respond to the request from the state of Colorado for help in determining the number and types of nurses needed during the next five years in the state. By applying a state model created as part of a major nursing project, we will be able to provide the information needed.

A complete listing of WICHE projects appears in this report along with some of the 1977 results of WICHE's five programs. I think you will agree, WICHE *does* make a difference.

Sincerely,

Herman C. Ross, D.V.M.
Chairman



PROGRAM RESULTS

Western

STUDENT EXCHANGE PROGRAMS (SEP)

provide students the opportunity to attend professional programs in 15 fields not offered in schools in their home states. Students pay only resident tuition at state schools or a portion of the fees at private institutions, and state legislatures provide additional support. The program is headed by William McConnell.

- As part of a higher education master plan requested by the western governors, WICHE's SEP *Graduate Education Project* is developing an information system to improve the graduate education decision-making process and to encourage regional resource sharing.

The project received \$226,000 from the Carnegie Corporation to supplement funds provided by the states through WICHE dues.

- The Professional Student Exchange Program provides educational opportunities for 1,297 students. Students are preparing themselves in the fields of medicine, dentistry, veterinary medicine, dental hygiene, physical therapy, occupational therapy, optometry, podiatry, forestry, law, graduate library studies, pharmacy, graduate nursing education, public health, and architecture in other WICHE states when such programs are not offered in their home state.

The program continues to expand. There are 73 more students in SEP and 6 additional postsecondary education institutions participating this year than last, bringing the total of participating institutions to 95.

- Specialized exchange programs are tailored to meet special needs. These include the Community College Student Exchange Program, Mineral Engineering Program, WICHE Scholars Program, and WICHE Fellows Program.

- WICHE works closely with certain sub-regional programs such as the eight-state cooperative program in veterinary medicine at Colorado State University, and the Tri-State Shared Curriculum program in veterinary medicine involving Washington State University and the states of Idaho and Oregon.

The NURSING PROGRAMS

at WICHE work to improve the quality of nursing care to people in the West by improving nursing education. The Western Council on Higher Education for Nursing (WCHEN), through its steering committees, executive board, and general council sessions, recom-

mends actions to the WICHE Commission that are aimed at improving care. Jo Eleanor Elliott has directed the program for 20 years.

- In response to the need for continuing education opportunities for nurses, 462 continuing education courses were presented to 10,743 nurses as part of the *Continuing Education for Nurses in Idaho, Montana, and Wyoming* project. The project has enabled nurses to bring improved health care to citizens in vast, rural areas in these three sparsely populated states during a three-year period.

- A State Model to use in projecting future nursing requirements and resources is available to state and local health and education planners. The model is one of several major results of the *Analysis and Planning for Improved Distribution of Nursing Personnel and Services (A&P)* project. Using the State Model approach, a National Panel of Expert Consultants projected nursing requirements on a state-by-state basis. The final report of the Panel's work will have a major impact on the West, as well as on other parts of the country.

Numerous reports and publications have resulted from the A&P project. One of these describes more than 150 innovative approaches to nursing care that will be useful to nurses in the region.

- The quality, quantity, and application of clinical nursing research have improved as a result of a major project, the *Regional Program for Nursing Research Development*, in which 500 nurses designed or applied research in patient care.

- Every health care facility in the United States will have a new compilation of data-collecting instruments to use in patient-centered research as a result of a two-year project, the *Compilation of Nursing Research Instruments*. Approximately 750 requests have already been received for this soon-to-be published compilation. A new phase of the project will include gathering comparable research tools in nursing education.

- At the 10th annual Communicating Nursing Research (CNR) Conference, sponsored by the *Western Society for Research in Nursing*, 150 nurses heard and discussed reports of nursing research that will lead to improved nursing practice.

- Through the *Models for Introducing Cultural Diversity in Nursing Curricula* project, nurses and nurse educators from schools of nursing and health service agencies in the WICHE region are developing curricular models that include tested materials to

help nurses serve ethnic persons of color more effectively.

- Eleven western hospitals have participated in and now will demonstrate the results of the project titled *Training Nurses to Improve Patient Education*. A publication has been produced to help nurses implement effective patient education programs.

- The project *Feasibility Study: Leadership Preparation for Complex Organizations* has provided data and recommendations that will lead to a proposal to increase the number of nurses adequately prepared for positions of top-level leadership in educational and health care facilities in the West.

The MENTAL HEALTH AND HUMAN SERVICES

programs use a variety of techniques to provide continuing education and to assist mental health and human services professionals. George C. Lowe, Jr., directs the program.

- A program is underway to teach mental health planning skills to key public officials in nine sparsely populated WICHE states. Health planners, legislators, and citizen members of health and mental health boards are involved. This activity is aimed at increasing and improving the planning capacity in mental health and health for the nine states. A guidebook for mental health planning that could be used by any of the western states will be produced.

- A multiethnic seminar for representatives from the mental health disciplines dealt with minority mental health training and curricular issues and needs, identifying priorities and future program goals. This seminar is part of WICHE's ongoing program to develop the content of minority issues in public mental health practice.

- The first phase in a project on *Evaluation for Meeting Accountability Demands* is being completed. Approximately 30 mental health officials and legislators developed a package of four instruments to assist in reporting the costs and effectiveness of mental health programs to state legislators. Architects of the plan met with other representatives, including budget and evaluation specialists, from 11 WICHE states to assess the package and plan its implementation. Phase Two of the project will test the instruments at the local delivery level in four or five WICHE states.

- The *Center for Continuing Education in Mental Health* convened trainers and con-

Interstate Commission for Higher Education

tinuing educators to develop planning techniques and teaching methods dealing with manpower issues. These sessions represent an ongoing WICHE effort to assist western continuing educators in maintaining the currency of teaching content and techniques and in providing coordination between western continuing education people and major national policy developers in the nation's capital.

- The *Center* produced and distributed a training publication on management theory titled *WICHE Source Book for Mental Health Administrators*. It distills five years of WICHE's work with state and local mental health directors and includes an extensive bibliography and list of western consultants.

- During the year, WICHE engaged in the following types of activity:

- Provided technical assistance to state mental health staff in Alaska to design a statewide continuing education system for mental health workers and to Montana personnel to deal with mental health manpower concerns.
- Gave technical assistance to the Colorado State Mental Health Division in the establishment of a state minority mental health task force.
- Convened the 13 western mental health authorities to discuss common problems and fashion practical solutions.
- Collaborated on a conference on training mental health workers in minority content with the Los Angeles County Mental Health Division; the University of California, Los Angeles; and the University of Southern California.
- Assisted the State Board of Charities and Reform in Wyoming in developing methods to predict future utilization patterns for six major institutions.

- Seventeen probation/parole agencies use the new approach created through the *Community Resources Management Team* (CRMT) project. The concept has gained national attention as an important approach to deal with the offender in the community. Training in new skills, ongoing organization development, and technical assistance are required to implement this unique method.

- Sixty-five trainees received two-week basic CRMT training and one-week advanced training. Nine CRMT teams received another week of training in special areas of concern,

and 30 administrators and corrections decision makers had a three-day orientation in CRMT.

Six additional training sessions for community social service agency representatives each involved between 25 and 100 persons. Staff visited all CRMT teams to provide technical assistance and on-site organization development.

Staff made presentations concerning this team concept at several major professional meetings.

One hundred and two sheriffs and jail administrators attended four six-day management administration training sessions. Five more sessions are scheduled through June 1978. The Corrections Program has received more requests than it can accommodate as states and individuals become aware of these training opportunities.

RESOURCES DEVELOPMENT INTERNSHIP PROGRAM (RDIP)

provides students with the opportunity to demonstrate their professional abilities through challenging internships. Nonprofit and governmental agencies receive skilled manpower from the student interns they employ, according to program director Robert Hullinghorst.

- Nearly 2,000 western students have served public and private agencies as WICHE interns since the program began 10 years ago. The program, one of four regional internship programs in the nation, responds to WICHE's mandate to improve students' educational opportunities through interstate cooperation. The program is entirely self-supporting through grants and contracts.

- Economic development research conducted by WICHE interns is credited with creating nearly 10,000 new jobs since RDIP began. Other projects have helped create new parks, improve museum programs, and gather information for environmental projects.

- During the past year WICHE has filled more than 200 intern slots from Kotzebue, Alaska, to Las Cruces, New Mexico.

- As WICHE interns, nearly 50 severely handicapped students in Washington and Colorado currently are demonstrating that they can adapt successfully to professional challenges in their chosen fields of study. WICHE is negotiating with other states to dramatically expand this effort.

- To improve opportunities for college students in the humanities while aiding local school districts, WICHE launched a series

of internships in multicultural education. One of these interns worked with migrant elementary school students to prepare a book interpreting their culture through photographs. The book is so popular it is now being reprinted for national distribution by another agency.

PLANNING RESOURCES IN MINORITY EDUCATION (PRIME)

provides technical assistance to Indian tribes developing higher education learning centers on reservations in the West. Patricia Locke directs the program.

- Three tribally chartered colleges in Montana have been initiated this past year with PRIME's assistance—Fort Peck College of the Fort Peck Assiniboiné and Sioux Tribes, Salish-Kootenai College, and Dull Knife Memorial College of the Northern Cheyenne Tribe.

Two Indian tribes in Arizona are in the process of developing learning centers with PRIME's help: the Colorado River Tribes and the White Mountain Apache Tribe. Two Indian tribes in Montana that are further along with their learning centers are the Fort Belknap Tribe with Fort Belknap College and the Crow Tribe with Crow College.

"We would not have been able to even consider such a possibility, or to successfully implement it at the tribal level, had your [PRIME's] technical assistance not been available," said Chairman Franklin McCabe of the Colorado River Tribes.

- A model tribal division of education was created by PRIME to help western Indian tribes coordinate and consolidate tribal Indian programs.

- More than 1,000 organizations and institutions will receive the third edition of PRIME's higher education guide, now titled *Guide and Survey to Indian Studies Programs in Colleges and Universities*. It is the only comprehensive guide to such programs.

- Technical assistance has been provided by PRIME to Inupiat University of the Arctic and Tanana Chiefs College, both in Alaska; Black Feet College, Montana; Lummi Indian School of Aquaculture, Washington; and the Hualapai-Havasupai Learning Center, Arizona. This assistance has included information on curricula development, proposal writing, and site visits. Technical assistance has also been provided to other institutions that wish to improve minority access.

Summary of Cash Receipts and Disbursements for the Year Ended June 30, 1977

In accord with the provisions of the Western Regional Education Compact, the Commission provides for an annual independent audit of its books. On July 22, 1977, the Denver, Colorado, firm of Haskins and Sells, certified public accountants, completed this audit for the year ended June 30, 1977. A copy of its report has been sent to the governor of each state. Single copies are available on request. John Staley is WICHE's Controller.

SOURCES OF INCOME:

Cash Balance, July 1, 1976	\$704,423
CASH RECEIPTS: 1976-77	
Appropriations from Member States	397,450 ¹
Student Exchange Support Fees from States	5,300,171
State Mental Health Contributions	88,525
Grants and Contracts	5,614,423
Registration Fees and Other Income	206,628
Interest	90,366
Sales of Publications and Other Training Materials	117,541
Miscellaneous	3,843
	\$11,818,947

TOTAL CASH AVAILABLE FOR USE \$12,523,370

CASH DISBURSEMENTS BY PROGRAM OR ACTIVITY:²

WICHE Administrative and Basic Operation Funds	\$875,573 ³
NCHEMS Divisional Administration	344,733
Program Funds:	
Student Exchange Coordination	105,520
Student Exchange Support Payment to Schools	5,294,072 ¹
Extended Degree Programs	11,297
Western Interstate Library Coordinating Organization	171,292
Planning Resources in Minority Education	103,786
Western Council on Higher Education for Nursing	96,298
Continuing Education for Nurses in Idaho, Montana, and Wyoming	218,716
Feasibility Study: Leadership Preparation for Complex Organizations	59,620
Compilation of Nursing Research Instruments	67,424
Regional Program for Nursing Research Development	274,045
Western Society for Research in Nursing	27,782
Training Nurses to Improve Patient Education	83,253
Models for Introducing Cultural Diversity in Nursing Curricula	97,487
Analysis and Planning for Improved Distribution of Nursing Personnel and Services	898,771
Resources Development Internship Program	413,574
Mountain States Regional Medical Program	440,000
National Center for Higher Education Management Systems	1,633,369
Policy Analysis Service	2,644
Director's Office—Mental Health Programs	51,501
Evaluation for Meeting Accountability Demands	38,177
Planning Theory for State Mental Health Agencies	2,714
Corrections Program	226,256
Improving Mental Health Services on Western Campuses (Phase II)	26,389
Racial Minority Mental Health Training Program	59,578
Mental Health Continuing Education for Planning and Manpower Development	104,874
Knowledge and Skill Needs of Community Mental Health Survey and Analysis of Training Needs of State-Level Mental Health Staff	3,870
Minority Recruitment and Input into Social Work Education	2,913
Inactive Funds	3,297
	447
	\$11,739,272

CASH BALANCE, JUNE 30, 1977 \$784,098⁴

¹The difference between these two amounts reflects amounts carried over to next year.

²Only direct cost expenditures are shown for program funds. Indirect costs are charged internally to programs, but they are not included in the program expenditures above because they are reflected in the WICHE and NCHEMS administrative and basic operation expenditures.

³This includes expenses of the Executive Director's Office, Deputy Director's Office, Staff Services Office, Communications Unit, WICHE publications, Business Office, Logistical Services Unit, Affirmative Action Office, Personnel Office, WICHE Library, and meetings of the Commission.

⁴This balance primarily represents advance payments on grants in addition to a contingency balance of \$120,252, and an accrued vacation benefit reserve of \$198,476.

WHAT IS WICHE?

The Western Interstate Commission for Higher Education (WICHE) is a nonprofit agency created in the 1950s by the governors and legislatures of the 13 western states. WICHE helps states provide high-quality and cost-effective postsecondary education programs to meet the human resource needs of the states and the education needs of the citizens.

An interstate compact created and shapes WICHE; the organization is directed by a Commission composed of three Commissioners from each state appointed by their respective governors. The Commissioners serve without pay and include educators, government officials, doctors, lawyers, and community leaders.

The Compact is a commitment by member states to work together to meet the needs both of the region and western students. WICHE's role is to encourage and nurture this interstate cooperation.

WICHE is funded by dues of \$39,000 from each state and by voluntary contributions of \$15,000 per state to support its mental health and human services programs. These state resources are supplemented by private foundation and public agency funds. During fiscal year 1976-77 these supplementary funds totaled \$5.6 million.

WICHE's goals are to:

- Improve the accessibility of post-secondary education
- Assist member states in maintaining an adequate supply of technically and professionally educated persons
- Help the states increase the effectiveness and efficiency of their higher education programs and services.

WICHE COMMISSIONERS

ALASKA	* Dr. Kerry D. Romesburg, Executive Director, Alaska Commission on Postsecondary Education—Juneau Dr. Don M. Dafoe, Executive Vice-President Emeritus, University of Alaska—Willow Sue S. Greene, Special Assistant to the Governor—Juneau
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Dr. Phillip Sirotkin, Executive Director, WICHE—Boulder

* Executive Committee Members

1977 WICHE ANNUAL REPORT

Published annually by
Western Interstate Commission
for Higher Education

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